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ABSTRACT

This document contains two case studies of adult education programs in Chile. Both case studies begin with a "face sheet" on which is recorded basic information about the program and the description. The first case study, prepared by Patricio Donoso, reports on Centro El Canelo de Nos, an inservice center for educators who work with Chile's most underprivileged social groups. The center's programs (Peasant Agriculture, Popular Technology, Peasant Woman, Program for Peace and Human Rights, Training and Legal Support to Peasant Organizations, Research and Systematization, Training, Communications, and the Administration Program) are each described in one page or less. The network of similar centers with which the center cooperates is next described, and a detailed description of the Program of Systematization concludes the case study. The second case study, in the form of a 1983 article by Marcela Gajardo published in the periodical "Prospects," describes an experiment in nonformal education in rural areas that combined educational activities and community information to promote community organization and participation by the peasants who live in those areas. The article includes general information about the program; a description of its beginning in 1977; characteristics of the target audience for the radio broadcasts, leaflets containing agricultural information, and magazine articles that largely make up the program; a progress report and assessment information; and exploration of specific program components (program context, alternative forms of community participation, the educational impact of the program). In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

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ED311163

WORLD PERSPECTIVE CASE DESCRIPTIONS
ON EDUCATIONAL PROGRAMS FOR ADULTS:
CHILE

AUGUST 1989

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TABLE OF CONTENTS

Preface

Case Descriptions--by Country

Case Descriptions--by Category

Case Coordinators Who Contributed Case Descriptions

Case Study: Centro el Canelo de Nos

Case Study: Chile: An Experiment in Nonformal Education in Rural Areas

Guidelines for Contributors

August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF
EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina	23 - Israel
2 - Australia	24 - Italy
4 - Cameroon	25 - Japan
5 - Canada	26 - Korea, Demo. People's Republic
6 - China	29 - Netherlands
7 - Chile	30 - Nigeria
9 - Czechoslovakia	31 - Norway
13 - Finland	33 - Portugal
15 - Germany, Federal Republic	34 - Saudi Arabia
16 - Ghana	35 - St. Lucia
17 - Greece	36 - Sweden
19 - Hong Kong	37 - Switzerland
20 - Hungary	38 - Tanzania
21 - India	40 - United Kingdom
22 - Ireland	41 - United States
23 - Israel	42 - Union of Soviet Socialist Republics
24 - Italy	45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

- A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.
- B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.
- C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.
- D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).
- E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).
- F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

- G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.
- H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.
- I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.
- J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.
- K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.
- L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.
- M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued collegueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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CASE DESCRIPTIONS - BY COUNTRY

8/89

<u>CODE/ PAGE NO.</u>	<u>COUNTRY</u>	<u>CATEGORY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>*1A/1-8</u>	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
<u>*1B/1-7</u>		Disadvantaged	Education and Elders	Isabel Hernandez
<u>2A/1-26</u>	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
<u>2B/1-10</u>		Citizen	Increasing Citizen Participation In Local Government	Bob Holderness- Roddam
<u>2C/1-11</u>		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
<u>2D/1-16</u>		Disadvantaged	Community Living Project	Kath Bleechmore
<u>2E/1-12</u>		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
<u>2F/1-9</u>		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Icton
<u>2G/1-15</u>		Disadvantaged	Women's Access Prog.	Helen Lanauze
<u>2H/1-37</u>		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
<u>2J/1-12</u>		Family	Marriage Enrichment	David Kerr
<u>2K/1-22</u>		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
<u>2L/1-9</u>		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
<u>2M/1-15</u>		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
<u>2N/1-9</u>		Leisure	CCE Community Education Program	Bettina Fiegel
<u>2P/1-15</u>		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

<u>CODE/ PAGE NO.</u>	<u>COUNTRY</u>	<u>CATEGORY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>2Q/1-10</u>	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
<u>2R/1-11</u>		Professional, Other	Refresher Ed. for Company Directors	John Brady
<u>2S/1-12</u>		Professional, Other, Family Citizen	Social Developer's Network	Ned Icton
<u>2T/1-6</u>		Professional, Other	Welcare Program	J. A. McDonell
<u>2U/1-5</u>		Professional, Tech.	CPE for Veterinarians	D. Bryden
<u>2V/1-17</u>		Professional, Tech.	Country Pediatric Program	Hank Duyverman
<u>2W/1-27</u>		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
<u>2X/1-11</u>		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
<u>*2Y/1-2</u>		Literacy	Adult Migrant Education	William McGrath
<u>*2Z/1-11</u>		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
<u>4A/1-11</u>	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
<u>4B/1-18</u>		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

<u>CODE/ PAGE NO.</u>	<u>COUNTRY</u>	<u>CATEGORY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>5A/1-10</u>	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
<u>5B/1-16</u>		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
<u>5C/1-11</u>		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
<u>5D/1-8</u>		Higher	Distance Ed. at U. Victoria	Margaret Haughey
<u>5E/1-20</u>		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
<u>5F/1-10</u>		Literacy	East End Literacy	Elaine Gaber-Katz
<u>5G/1-45</u>		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
<u>5H/1-22</u>		Other	Residential AE in Canada	Wenda Abel
<u>5J/1-16</u>		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
<u>5K/1-18</u>		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
<u>*5L/1-13</u>		Literacy	International: Literacy and Development	James A. Draper
<u>*7A/1-29</u>	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
<u>*7B/1-12</u>		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
<u>6A/1-18</u>	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
<u>6B/1-25</u>		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

<u>CODE/ PAGE NO.</u>	<u>COUNTRY</u>	<u>CATEGORY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>*6C/1-6</u>	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
<u>*6D/1-8</u>		Higher	A University Without Campus	Lin Jun
<u>*6E/1-9</u>		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
<u>*6F/1-40</u>		Overview	Postsecondary Education in China	Dong Mingchuan
<u>*9A/1-34</u>	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
<u>*9B/1-12</u>		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
<u>13A/1-17</u>	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
<u>13B/1-4</u>		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
<u>13C/1-6</u>		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
<u>13D/1-10</u>		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
<u>13E/1-6</u>		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
<u>13F/1-10</u>		Workers	School for Teaching ADP	Markku Suortamo
<u>13G/1-4</u>		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
<u>13H/1-5</u>		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkinen Veikko Teikari Matti Vartiainen

<u>CODE/ PAGE NO.</u>	<u>COUNTRY</u>	<u>CATEGORY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>15A/1-11</u>	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
<u>15B/1-11</u>		Citizen	State Center for Political Ed.	Siegfried Schiele
<u>15C/1-19</u>		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
<u>15D/1-18</u>		Health Family Personal	Adult Ed. Center	Gabriele Werner
<u>15E/1-14</u>		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
<u>15F/1-15</u>		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
<u>15G/1-13</u>		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
<u>15H/1-17</u>		Professional, Other Higher Personal	Courses by Radio	Peter Schmooch
<u>15J/1-17</u>		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
<u>15K/1-11</u>		Secondary	Evening High School	H. Taigel

<u>CODE/ PAGE NO.</u>	<u>COUNTRY</u>	<u>CATEGORY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>15L/1-11</u>	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
<u>15M/1-15</u>		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
<u>15N/1-17</u>		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
<u>*15P/1-11</u>		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrice Klein
<u>16A/1-9</u>	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
<u>16B/1-33</u>		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
<u>*17A/1-18</u>	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
<u>19A/1-6</u>	HONG KONG	Literacy	Literacy Program	Grace Mak
<u>*20A/1-19</u>	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
<u>*20B/1-33</u>		Workers	Realities of Our Time	Matyas Durko
<u>21A/1-33</u>	INDIA	Literacy	Literacy Program	R. Jayagopal
<u>21B/1-4</u>		Literacy	Punjab Association	R. Jayagopal

<u>CODE/ PAGE NO.</u>	<u>COUNTRY</u>	<u>CATEGORY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>21C/1-6</u>	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
<u>*21D/1-4</u>		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
<u>22A/1-14</u>	IRELAND	Agriculture	Certification in Farming	Michael Hassett
<u>22B/1-10</u>		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
<u>22C/1-16</u>		Family	Family Life Education Premarriage	Liam McCarthy
<u>22D/1-16</u>		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
<u>22E/1-13</u>		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
<u>22F/1-10</u>		Professional, Other	Extra-mural Studies	Mary Kett
<u>22G/1-13</u>		Other	Maynooth Adult Daytime Education	(MADE)
<u>22H/1-13</u>		Other	Extra-mural Diplo. Course in Religious Studies	Sr. Benedict Rouine
<u>22J/1-10</u>		Higher Personal Other	Irish Language TV Program	John MacMahon
<u>22K/1-11</u>		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

<u>CODE/ PAGE NO.</u>	<u>COUNTRY</u>	<u>CATEGORY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>22L/1-24</u>	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
<u>22M/1-16</u>		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
<u>22N/1-14</u>		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
<u>22P/1-11</u>		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
<u>22Q/1-12</u>		Workers	Diploma in Manag. & Industrial Relations	John Ryan
<u>23A/1-14</u>	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
<u>*23B/1-6</u>		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
<u>24A/1-11</u>	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
<u>24B/1-10</u>		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
<u>24C/1-11</u>		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
<u>24D/1-11</u>		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

<u>CODE / PAGE NO.</u>	<u>COUNTRY</u>	<u>CATEGORY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>24E/1-10</u>	ITALY	Other	Adult Education in Bologna	Mario Ricci
<u>24F/1-18</u>		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
<u>24G/1-11</u>		Personal	Provincial Administration of Moderna	Vanna Tori
<u>24H/1-6</u>		Personal	University of the Third Age-Orvieto	Lucio del Corno
<u>*24J/1-6</u>		Personal Citizen	Mass Media and Adult Education in Sardinia	Fabio Masala
<u>25A/1-32</u>		Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
<u>*25B/1-13</u>	JAPAN	Leisure	Citizen's Learning Network	Miwa Toko
<u>*25C/1-20</u>		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
<u>26A/1-12</u>		Overview Workers	Overview	Nam Jin U
<u>29A/1-17</u>	NETHERLANDS	Literacy	Open School	Maatje Balde
<u>29B/1-17</u>		Literacy	Study House for Adults	Emmy Wilson
<u>29C/1-18</u>		Literacy	Dutch as a Foreign Language	Emmy Wilson
<u>29D/1-20</u>		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

<u>CODE/ PAGE NO.</u>	<u>COUNTRY</u>	<u>CATEGORY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>29E/1-17</u>	NETHERLANDS	Other	Television Academy	Anja Dircken
<u>29F/1-20</u>		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
<u>29G/1-10</u>		Professional, Other	In-service Occupational Training	R. Zuidhoff
<u>29H/1-16</u>		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulse
<u>29J/1-16</u>		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulse
<u>29K/1-19</u>		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
<u>29L/1-19</u>		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
<u>29M/1-13</u>		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
<u>29N/1-9</u>		Professional, Tech.	Practical Neurology	I. W. Dresscher
<u>29P/1-23</u>		Professional, Tech.	Medical Specialists	Bea Oosting
<u>29Q/1-8</u>		Workers	Occupational Retraining in Office Skills	Maatje Balde
<u>*29R/1-28</u>		Literacy	Language School for Refugees	E. Stark
<u>*29S/1-17</u>		Personal	Assertivity Course	G. Nijhof

<u>CODE/ PAGE NO.</u>	<u>COUNTRY</u>	<u>CATEGORY</u>	<u>TITLE</u>	<u>AUTHOR</u>
*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen- van Haard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

<u>CODE/ PAGE NO.</u>	<u>COUNTRY</u>	<u>CATEGORY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>34A/1-19</u>	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
<u>36A/1-8</u>	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
<u>36B/1-21</u>		Higher	Distance Education at the Univ. Level	Birgitta Willen
<u>36C/1-10</u>		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
<u>36D/1-13</u>		Workers	Corporate Classrooms	Kenneth Abrahamsson
<u>36E/1-9</u>		Workers	Labor Market Training in Sweden	Per Olof Thang
<u>*36F/1-9</u>		Citizen	Popular Education in Sweden	Lars Arvidsson
<u>*37A/1-8</u>	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
<u>38A/1-25</u>	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
<u>*40A/1-42</u>	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
<u>41A/1-7</u>	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
<u>41A/8-30</u>		Agriculture	Coop. Ext. Service (National)	William M. Rivera
<u>41B/1-16</u>		Citizen	Natl. Issues Forum	Alan B. Knox
<u>41C/1-21</u>		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

<u>CODE/ PAGE NO.</u>	<u>COUNTRY</u>	<u>CATEGORY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>41D/1-9</u>	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
<u>41E/1-15</u>		Higher	Indiana U. Independent Study by Correspondence	Frank R. DiSilvestro
<u>41F/1-25</u>		Literacy	Adult Basic Education	Alan B. Knox
<u>41G/1-13</u>		Health	Alcoholics Anonymous	Alan B. Knox
<u>41H/1-28</u>		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
<u>41J/1-11</u>		Workers	Credit Union Staff Development	Alan B. Knox
<u>*41K/1-11</u>		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
<u>*41M/1-11</u>		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
<u>*41N/1-7</u>		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
<u>42A/1-17</u>	U.S.S.R.	Other	ZNANIE Society	Yuri Flshevski
<u>42B/1-9</u>		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
<u>45A/1-16</u>	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
<u>45B/1-15</u>		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
<u>45C/1-13</u>		Family Health	Nutrition Education	Mara Rupena Osolnik

<u>CODE/ PAGE NO.</u>	<u>COUNTRY</u>	<u>CATEGORY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>45D/1-11</u>	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
<u>45E/1-27</u>		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
<u>45F/1-10</u>		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
<u>45G/1-29</u>		Workers	Dev. of Training in Sava, Kranj	Ema Pec
<u>*45H/1-19</u>		Workers	Self Management at Worker's Universities	Milka Oljaca

CASE DESCRIPTIONS - BY CATEGORY

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>2A/1-26</u>	Agriculture	AUSTRALIA	Farm Manage. Home Study Program	Barry O'Neill
<u>4A/1-11</u>	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
<u>4B/1-18</u>	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
<u>*7A/1-29</u>	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
<u>*7B/1-12</u>	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
<u>15A/1-11</u>	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
<u>22A/1-14</u>	Agriculture	IRELAND	Certification in Farming	Michael Hassett
<u>*33A/1-35</u>	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
<u>*33B/1-27</u>	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
<u>*35A/1-28</u>	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
<u>38A/1-25</u>	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
<u>41A/1-7</u>	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
<u>41A/8-30</u>	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
<u>45A/1-16</u>	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>45B/1-15</u>	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
<u>2B/1-10</u>	Citizen	AUSTRALIA	Increasing Citizen Participation in Local Government	Bob Holderness- Roddam
<u>20/1-10</u>	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
<u>2S/1-12</u>	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Icton
<u>5A/1-10</u>	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
<u>5B/1-16</u>	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
<u>15B/1-11</u>	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
<u>*21D/1-4</u>	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
<u>22B/1-10</u>	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
<u>24B/1-10</u>	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
<u>24C/1-11</u>	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
<u>24D/1-11</u>	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>24A/1-11</u>	Citizen	ITALY	Public and Library: A Plan for the Education of Adults	Paolo Federighi
<u>*24J/1-6</u>	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
<u>25A/1-32</u>	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
<u>41B/1-16</u>	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
<u>41C/1-21</u>	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
<u>23A/1-14</u>	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
<u>*36F/1-9</u>	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
<u>*1B/1-7</u>	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
<u>2C/1-11</u>	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
<u>2D/1-16</u>	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
<u>2F/1-9</u>	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Icton
<u>2G/1-15</u>	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
<u>2H/1-37</u>	Disadvantaged	AUSTRALIA	Aboriginal Vill. Comm.	Natascha McNamara
<u>2E/1-12</u>	Disadvantaged	AUSTRALIA	Learning for the Less Mobile	Judith Elsworth
<u>15E/1-14</u>	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	S. Meyder
<u>29D/1-20</u>	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>41D/1-9</u>	Disadvantaged	U.S.A.	YMCA Refugee Program	Linda B. Knox
<u>2J/1-12</u>	Family	AUSTRALIA	Marriage Enrichment	David Kerr
<u>2S/1-12</u>	Professional Other Family Citizen	AUSTRALIA	Social Developer's Network	Ned Icton
<u>15A/1-11</u>	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
<u>15C/1-19</u>	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
<u>*21D/1-4</u>	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
<u>22C/1-16</u>	Family	IRELAND	Family Life Education Premarriage	Liam McCarthy
<u>22D/1-16</u>	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
<u>23A/1-14</u>	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eltan Israeli
<u>2K/1-22</u>	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
<u>5C/1-11</u>	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>15C/1-19</u>	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
<u>15D/1-18</u>	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
<u>*21D/1-4</u>	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
<u>22E/1-13</u>	Health	IRELAND	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
<u>22P/1-11</u>	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
<u>22P/1-11</u>	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
<u>*30D/1-24</u>	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
<u>*40A/1-42</u>	Health	UNITED KINGDOM	Heartbeat Wales	Donald Nutbeam
<u>41G/1-13</u>	Health	U.S.A.	Alcoholics Anonymous	Alan B. Knox
<u>45C/1-13</u>	Family Health	YUGOSLAVIA	Nutrition Education	Mara Rupena Osolnik
<u>2L/1-9</u>	Higher	AUSTRALIA	Preparatory Studies	Michael Crock & Caroline Cottman
<u>5D/1-8</u>	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>*6D/1-8</u>	Higher	CHINA	A University Without Campus	Lin Jun
<u>15H/1-17</u>	Professional, Tech Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
<u>15J/1-17</u>	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
<u>22J/1-10</u>	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
<u>*25C/1-20</u>	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
<u>*30B/1-43</u>	Higher	NIGERIA	Correspondence Education	J. T. Okedara
<u>*30C/1-31</u>	Higher	NIGERIA	Remedial Education	J. T. Okedara
<u>31A/1-15</u>	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
<u>36B/1-21</u>	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
<u>41E/1-15</u>	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R. DiSilvestro
<u>2N/1-9</u>	Leisure	AUSTRALIA	CCE Community Education Program	Bettina Flegel
<u>2M/1-15</u>	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
2P/1-15	Literacy	AUSTRALIA	NSW Board of Adult Ed.--Literacy	Rosie Wickert
*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A. Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
19A/1-6	Literacy	HONG KONG	Literacy Program	Grace Mak
21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson
*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>34A/1-19</u>	Literacy	SAUDI ARABIA	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed A. Al Sunbul
<u>36A/1-8</u>	Literacy	SWEDEN	Basic Education for Adults in Sweden	Per Olof Thang
<u>41F/1-25</u>	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
<u>*41K/1-11</u>	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
<u>*41M/1-11</u>	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
<u>45D/1-11</u>	Literacy	YUGOSLAVIA	Basic Adult Education	Radivoje Kulic
<u>45E/1-27</u>	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
<u>45F/1-10</u>	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
<u>2R/1-11</u>	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
<u>2T/1-6</u>	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
<u>2S/1-12</u>	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
<u>5H/1-22</u>	Other	CANADA	Residential AE in Canada	Wenda Abel
<u>*9B/1-12</u>	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>13A/1-17</u>	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
<u>13B/1-4</u>	Other	FINLAND	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
<u>13C/1-6</u>	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
<u>13D/1-10</u>	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
<u>316A/1-9</u>	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
<u>*17A/1-18</u>	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
<u>22G/1-13</u>	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
<u>22D/1-16</u>	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
<u>22F/1-10</u>	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
<u>22H/1-13</u>	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr. Benedict Rouine
<u>22K/1-11</u>	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Mulreann Conaty
<u>22L/1-24</u>	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
<u>22M/1-16</u>	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>22N/1-14</u>	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
<u>24B/1-10</u>	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
<u>24C/1-11</u>	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
<u>24D/1-11</u>	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi
<u>24E/1-10</u>	Other	ITALY	Adult Education in Bologna	Mario Ricci
<u>29E/1-17</u>	Other	NETHERLANDS	Television Academy	Anja Dircken
<u>29F/1-20</u>	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
<u>29G/1-10</u>	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
<u>*30E/1-28</u>	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
<u>31A/1-15</u>	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
<u>42A/1-17</u>	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
<u>45B/1-15</u>	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>45E/1-27</u>	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
<u>*1A/1-8</u>	Overview	ARGENTINA	Adult Education in Latin America	Isabel Hernandez
<u>6A/1-18</u>	Overview	CHINA	Chinese Adult Education-At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
<u>6B/1-25</u>	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
<u>*6C/1-6</u>	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
<u>*6F/1-40</u>	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
<u>*9A/1-34</u>	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
<u>26A/1-12</u>	Overview Workers	KOREA, DPR	Overview	Nam Jin U
<u>24F/1-18</u>	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
<u>36C/1-10</u>	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
<u>20/1-10</u>	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
<u>*2Z/1-11</u>	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>15C/1-19</u>	Health Family Personal	GERMANY	Catholic Ed. Organ.	Peter Muller
<u>15D/1-18</u>	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
<u>15E/1-14</u>	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	Susanne Meyder
<u>15H/1-17</u>	Professional, Tech. Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
<u>*15P/1-11</u>	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
<u>*20A/1-19</u>	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
<u>22J/1-10</u>	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
<u>*24J/1-6</u>	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
<u>24C/1-11</u>	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
<u>24G/1-11</u>	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
<u>24H/1-6</u>	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>*29S/1-17</u>	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
<u>*29T/1-18</u>	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen- van Waard
<u>2R/1-11</u>	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
<u>2T/1-6</u>	Professional Other	AUSTRALIA	Welcare Program	J. A. McDonell
<u>2S/1-12</u>	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Icton
<u>13D/1-10</u>	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
<u>15H/1-17</u>	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
<u>15J/1-17</u>	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tübingen	Rainer Funke
<u>16A/1-9</u>	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
<u>22B/1-10</u>	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>22K/1-11</u>	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
<u>22L/1-24</u>	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
<u>22M/1-16</u>	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden
<u>22N/1-14</u>	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
<u>22P/1-11</u>	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
<u>29F/1-20</u>	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
<u>29G/1-10</u>	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
<u>30E/1-29</u>	Professional, Other	NIGERIA	Professional Continuing Educa- tion for Grade Two Teachers in Nigeria	C. A. Okedara
<u>*41N/1-7</u>	Professional, Other	U.S.A.	Helping Stock Brokers Cope with Stress	Alan B. Knox
<u>45B/1-15</u>	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
<u>45E/1-27</u>	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>2U/1-5</u>	Professional Tech.	AUSTRALIA	CPE for Veterinarians	D. Bryden
<u>2V/1-17</u>	Professional, Tech.	AUSTRALIA	Country Pediatric Program	Hank Duyverman
<u>5J/1-16</u>	Professional, Tech.	CANADA	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
<u>5K/1-18</u>	Professional, Tech.	CANADA	CPE Program for Family Physicians	Penny A. Jennett
<u>15F/1-15</u>	Professional, Tech.	GERMANY	Professional Training for Med. Specialists	Hans E. Renschler
<u>15G/1-13</u>	Professional, Tech.	GERMANY	In-service Training at Busch	Peter Kilgenstein
<u>15N/1-17</u>	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
<u>29K/1-19</u>	Professional, Tech.	NETHERLANDS	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
<u>29L/1-19</u>	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
<u>29M/1-13</u>	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
<u>29N/1-9</u>	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
<u>29P/1-23</u>	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>*37A/1-8</u>	Professional, Tech.	SWITZERLAND	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
<u>41H/1-28</u>	Professional, Tech.	U.S.A.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
<u>15H/1-17</u>	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmooock
<u>15J/1-17</u>	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
<u>29H/1-16</u>	Professional, Tech.	NETHERLANDS	Advanced Nursing Course	Henny Van Der Stel-Overdulve
<u>29J/1-16</u>	Professional, Tech.	NETHERLANDS	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
<u>29K/1-19</u>	Professional, Tech.	NETHERLANDS	In-service Training - Basic General Nursing	Annette van den Berg-Ran
<u>29L/1-19</u>	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
<u>29M/1-13</u>	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
<u>29N/1-9</u>	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
<u>29P/1-23</u>	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>42B/1-9</u>	Professional, Tech.	U.S.S.R.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
<u>15K/1-11</u>	Secondary	GERMANY	Evening High School	H. Taigel
<u>6C/1-10</u>	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghlielm
<u>2H/1-27</u>	Workers	AUSTRALIA	Trade Union Postal Courses Scheme	Elizabeth Bluff
<u>5B/1-16</u>	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A. Gaskin
<u>5C/1-11</u>	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
<u>*6E/1-9</u>	Workers	CHINA	A Survey of Beijing's Workers University Graduates	Liu Yongqian
<u>*9A/1-34</u>	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
<u>13E/1-6</u>	Workers	FINLAND	Union History Project: Study Circles Doing Research	Jorma Kalela
<u>13F/1-10</u>	Workers	FINLAND	School for Teaching ADP	Markku Suortamo
<u>13G/1-4</u>	Workers	FINLAND	Instruction in Info. Technology	Kerttu Vepsalainen
<u>13H/1-5</u>	Workers	FINLAND	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>15L/1-11</u>	Workers	GERMANY	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
<u>15M/1-15</u>	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
<u>15N/1-17</u>	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
<u>16B/1-33</u>	Workers	GHANA	Multi-media Appr. to Effective Teaching	Eric A. Mensah
<u>*20B/1-33</u>	Workers	HUNGARY	Realities of Our Time	Matyas Durko
<u>21C/1-6</u>	Workers	INDIA	National Council for Hotel Management and Catering Technology	R. Jayagopal
<u>22Q/1-12</u>	Workers	IRELAND	Diploma in Manag. & Industrial Relations	John Ryan
<u>26A/1-12</u>	Overview Workers	KOREA, DPR	Overview	Nam Jin U
<u>29Q/1-8</u>	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
<u>*29U/1-20</u>	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
<u>*29V/1-18</u>	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
<u>*30G/1-40</u>	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
<u>36D/1-13</u>	Workers	SWEDEN	Corporate Classrooms	Kenneth Abrahamsson
<u>36E/1-9</u>	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang

<u>CODE/ PAGE NO.</u>	<u>CATEGORY</u>	<u>COUNTRY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>41J/1-11</u>	Workers	U.S.A.	Credit Union Staff Development	Alan B. Knox
<u>45F/1-10</u>	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
<u>45G/1-29</u>	Workers	YUGOSLAVIA	Dev. of Training in Sava, Kranj	Ema Pec
<u>*45H/1-19</u>	Workers	YUGOSLAVIA	Self Management at Worker's Universities	Milka Oljaca
<u>2X/1-11</u>	Workers Literacy	AUSTRALIA	Workplace Basic Ed. Project	Jude Newcombe, et al.
<u>15N/1-17</u>	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
<u>15M/1-15</u>	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
<u>22Q/1-12</u>	Workers	IRELAND	Diploma in Manag. & Industrial Relations	John Ryan
<u>26A/1-12</u>	Overview Workers	KOREA, DPR	Overview	Nam Jin U
<u>29Q/1-8</u>	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
<u>36D/1-13</u>	Workers	SWEDEN	Corporate Classrooms	Kenneth Abrahamsson
<u>36E/1-9</u>	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang
<u>41J/1-11</u>	Workers	U.S.A.	Credit Union Staff Development	Alan B. Knox
<u>45F/1-10</u>	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic

ARGENTINA	1
AUSTRALIA	2
CAMEROON	4
CANADA	5
CHINA	6
CHILE	7
CZECHOSLOVAKIA	9
FINLAND	13
GERMANY, FR	15
GHANA	16
GREECE	17
HONG KONG	19
HUNGARY	20
INDIA	21
IRELAND	22
ISRAEL	23
ITALY	24
JAPAN	25
KOREA, DPR	26
NETHERLANDS	29
NIGERIA	30
PORTUGAL	33
SAUDI ARABIA	34
ST. LUCIA	35
SWEDEN	36
SWITZERLAND	37
TANZANIA	38
UNITED KINGDOM	40
U.S.A.	41
U.S.S.R.	42
YUGOSLAVIA	45

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Patricio Donoso Phone number 859-3262
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Street Address Arda, Portales 3020, Paradero 6 Nos
City or Town San Bernardo State or Province _____
Nation Chile

2. Check whether this case is based on

(☒) an actual program

(☐) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

El Canelo - Popular Education

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). E. Professional (in-service for educators)

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Separate center

6. Basic characteristics of service area

- A. _____ geographic size (such as square miles or kilometers)
B. _____ population (number of people living in area)
C. _____ urban/rural (density of population)
D. _____ nationwide

7. Year(s) covered by the case description 1985-1987

Introduction

The first time we arrived at this Chilean piece of land to serve the peasants and villagers, we enunciated the word Liberty and planted a cinnamon tree.

We love freedom: we enjoy it when we can, we long for it when we need it, and above all, we try to make it blossom everywhere; in our relationships, in education, in the agricultural and technological work, in the law, in health, in architecture, in the creation and distribution of knowledge.

To build freedom is not an individual, individualistic or individualized task. On the contrary, it requires a social participation, a task for all humanity. We believe in popular organization.

That is why we planted a Cinnamon tree, tree of the Mapuches, medicinal and excellent organic fertilizer. Together, we planted the tree. The soil we used was mixed with Neruda's verses "Ode to the Tree."

The purpose of this building is to create a space of freedom for the creation of knowledge, where we can remove the vertical relationship between those who are thought to be knowledgeable and those who are thought to be ignorant; between those who create knowledge and those who receive it; thereby, separating theory from practice, science from life. We promote new relationships to confront the experiences, respecting popular knowledge. We support a dialogue that does not avoid controversy and disagreement, where we will be entirely dedicated to understanding and changing the world. This will be the meeting place for us who, as temporary residents, sometimes in an uncertain, casual way, or sometimes in a contradictory or perhaps ambiguous way, will advance as we build our own history. We must be able to abandon the certainty and the easy stability in which we live reproducing the status quo; and learn to live together in the instability and insecurity of those who are searching, in the dark, to build a new democratic city, based in the ability to ask others and to ask oneself rather than wanting definitive answers.

This will be a place where the diversity of the people, the social groups, ethnic groups, cultures and types, will be respected; free to speak -to recover the word, according to our Paulo Freire- and also to be silent and listen. Where the self will open up to listen and watch attentively, and the ability to be surprised will blossom in the presence of the changing wonder of human beings. Where diversity is not dissolved in uniformity, but it is developed into a multiple unity of free and Libertarian human beings.

This will be a place where the diverse nature of agriculture is also respected, learning from the peasants and their life. To be in charge of recovering our valleys and rivers, our space and our way of life.

Fond of life, therefore, unconditional defenders of the rights of men and women, of our country and all the other countries of the globe.

We intend to help in changing the authoritarianism which rules the family, the education, the society and the State. We want to replace the Manicheanism with the right of free speech and silence, with agreement and disagreement, with that where is known, perceived, suggested or ignored. We want to have a place where women, and the oppressed will find support in their struggle to build their dignity.

We are part of the space of freedom and democracy existing in Chile, and want to reach the whole country.

We want to be a space of hope, where we can start living the postponed dream of solidarity and friendship. This building is the self expression of the work of peasants, villagers, workers, construction workers and architects, painters, artists and singers, of the distant generosity of close brothers, of so many activists of international solidarity who have supported us all these years. But, above all, we want to emphasize the moral support given by the "Consejo Internacional de Educacion de Adultos" (International Council for Adult Education), without their support this work would not have been possible. We have also received vital support from hundreds of groups of Adult Education Centers in Latin America, as well as sister centers from Swedish, Italy, Norway, Finland, Denmark, Spain, the United States and Canada.

But above all, we have the strength given to us by the task of building a Network of Centers for Local Development throughout Chile, from Chiloe to Rancagua. In the future, we will build centers in "Valle de Elqui" with GESTEC and in "Reñaca Alto" with COTRA. These centers will link us with thousands of peasants, workers and villagers from around the country.

From all of them, and to all of them, we are thankful for the joy of friendship and solidarity.

We are the cinnamon tree, Fuñe, the sacred tree, sacrificial altar, flag of peace, desire of Liberty.

(Speech delivered by Francisco Vío G. during the Inaugural Event of the "El Canelo de Nos" Center.

Francisco Vío Grossi, Director
CENTRO EL CANELO DE NOS

What is El Canelo?

EL CANELO DE NOS, a history, a space, a hope.

El Canelo de Nos was created in 1985, with the purpose of strengthening the autonomy, legitimacy and national character of the work being developed in Chile since 1983 by the "Counsel for Adult Education in Latin America" (Consejo de Educación de Adultos de América Latina) (CEAAL). This task, which started as an educational support tool for the peasant sector characterized by a subsistence economy, have expanded, through the years, to young people, women, Indians and "pobladores"; i.e., to the most underprivileged social groups.

El Canelo de Nos has established a view of development, through daily work, based on the concept of popular autonomy, encouraging self management, participation, organization and development from the "grass roots". To achieve this, the tasks are guided by the methodology of Popular Education. The goal is to integrate different aspects of the daily life (work, social organization, daily life) and to combine practice with theory, with the knowledge that popular groups have of themselves and of the reality surrounding them. Popular Education, Shared Research, Communication and Action, try to be then, points of view of the same process which emerge at the grass root level.

This process, through its experience, has marked a series of general criteria laying the foundations of our options:

- To promote the autonomy of the popular individual, understood as a social and educational capacity to self-manage the present and the future to develop the creative capacity of grass-roots groups.
- The priority to work with underprivileged social groups.
- The priority to take educational actions to increment productivity of the "assets" belonging to those groups: land, own technologies, availability of time, organization.
- To promote consciousness at grass-root level, so they can take control of their struggle in an organized way.
- The priority of educational activities contributing to transform the current economic status, and to replace it with an alternative, that is an autonomous, popular, democratic and solidarity type of development, that meet the basic human needs.
- The promotion of networks of cooperation and interchange among educators, researchers, professionals and other people connected with popular education.
- To support popular culture, promoting the rescue or recovery of the popular historical memory and developing cultural expression among grass-root groups.

- The continuous support for training popular educators, valuing methodological innovation and the criticism outlined by free teaching approaches toward traditional educational patterns.
- To develop research and propagation of methodologies for popular education linking the social creativity of grass-root groups, their self-management capacity at local level and the action for social change.

Therefore, the task of El Canelo de Nos Center is a confluence of different aspects of the social life. It is, on one hand, the rescue and generation of popular knowledge, the integration of the man/woman contradiction inside the social movement, strengthening of cooperation, solidarity and capacity of legal defense at local level, affirmation of identity and, on the other hand, reaffirmation of human rights, dissemination of universal knowledge, opening to communication.

There are seven programs to carry out this task: Peasant Agriculture, Popular Technology, Peasant Woman, Training and Legal Support to Peasant Organizations, Research and Systematization, Training and Communications.

At the same time, our Institution is connected at national level interchanging experiences and performing joint projects with different institutions working under similar perspectives. With some of them, El Canelo de Nos conform a Network of Centers for Popular Education and Local Development. Without interference with the autonomy of each member institution, the idea is to coordinate efforts for a better contribution to the popular sector. The participating institutions in this network are: CREDES, from Rancagua; CRATE, from TALCA; PEHUENCHE, from Talca; CAPIDE, from Temuco; FREDER, from Osorno; AURORA, from Puerto Montt and OFDECH, from Chonchi, Chiloé.

On the other hand, El Canelo de Nos is a member institution of CEAAL, and through them it is related with sister organizations in different Latin-American countries. CEAAL is, at the same time, member of the ICAE (World Council for Adult Education), and both are organizations associated to the United Nations Educational Scientific and Cultural Organization (UNESCO). There are also interchange and support links with governments, institutions and organizations of different countries, among which we can mention: Canada, Holland, Federal Republic of Germany, Sweden, Spain, Italy and the United States.

Our center, as the cinnamon tree, spread its roots, branches off and strengthens. The nourishment come from the soil and air, and the people meet under its shadow.

Peasant Agricultural Program

Description

The purpose of the Program for Peasant Agriculture is to support the peasants engaged in an economy of subsistence, stating that is possible to stop the deterioration of the living conditions of the peasants, and at the same time, to create processes of recovery for their autonomy and development. The basis for this is the support to survival strategies that have emerged from the peasant life, based on the use and valuation of their own knowledge and social organization, with the perspective of maximizing the rational use of the resources surrounding them. The program has two lines of action: organic agriculture and livestock. Both are being put into practice in the experimental farm belonging to the Center in the town of Nos, 25 km. South of Santiago, and in other working sites throughout Chile where the small farmstead peasants live in extreme poverty. With them, the program experiments and develops productive patterns of self-sufficiency appropriate for their circumstances and resources.

This will allow for the establishment of a more horizontal and fluid communication with the peasants working with elements from their daily life.

As part of this program, the objectives of the Aquiculture Project are to offer alternatives for the development of nutritional products in rural areas and to strengthen the self-consumption of marine species, in order to improve the standard of living of different sectors of the agricultural population. The program also plans the creation of semi-extensive experimental center, to cultivate marine species that can be use as nourishment.

Popular Technology Program

Description

The Popular Technology Program pertaining to El Canelo de Nos Center, emphasizes the need to articulate, systematize and develop the peasant knowledge, which is supposed to be different from the dominant knowledge. In agriculture it is known that, -in the same way that there is a technological knowledge linked to the new commercial enterprise, with their own systems of reproduction within the universities and experimental centers-, there is also a PEASANT TECHNOLOGY characterized not by the maximization of profit but for the priority given to stability and reproduction, which is closely related to the systems of rural production. Rural technology corresponds to this system, as does modern technology to the development of capitalist enterprises.

Under these circumstances, the peasants have developed survival strategies based on production for self-consumption. The peasant creativity, local resources, wooden plough, the team of oxen, and manure, in addition to peasant organizations replace tractors and chemical fertilizers.

The Program for Popular Technology proposed support for the development of the peasant strategy, recognizing the existence of a peasant knowledge that will provoke new processes in the development of consciousness and organization.

The guidelines of the program are: to rescue and systematize the traditional peasant knowledge, to disseminate popular peasant technologies and to create educational processes so that the peasants can acquire knowledge, be able to take an active role in the research and dissemination of the technological achievements they reach, solving in this way specific problems.

Program - The Peasant Woman

Description

The Program for the Woman in El Canelo focuses the efforts in two complementary lines of actions.

The first is dedicated to explore field-work, attempting to reach in a close fashion a definition of the core subjects that will allow the formation of a more specific program for the peasant woman; a program that will respond to aspects of human development and standard of living and which, at the same time, will help to intensify social participation of the peasant woman and her organization.

Exploring the action under this perspective has led us to include the theoretical study and an analyses of our practice.

This line of action which has been carried out directly by the Program in Talca and Osorno, takes different levels of development in each region. This is due, in part, to the fact that each program has different seniority, and also to the special conditions of the context of each region.

The second line of action refers to a Sub-Network of Women, linked to the Centers Network. All the efforts were dedicated to build a Sub-Network which will allow us to interchange our experiences of social action with the women, and the achievements in the field of research.

Program of Education for Peace and Human Rights

Description

Given the fact that human rights have been systematically violated, human rights activists have given priority to the task of denunciation and taking actions. Thanks to these efforts, it has been possible to maintain the national and international public opinion relatively sensitive to the issue.

The denunciation in view of the current necessities is one of the most urgent actions for peace and human rights. Other important activities of this movement include educational activities, whose objectives are to strengthen, not only the thoughts, but also the commitment and belief about the need to develop the society from the very perspective of human rights.

The general purposes of the program are:

- To contribute to the education and promotion of the human rights of the groups receiving the benefits of "El Canelo de Nos" Center.
- The priority strategy of Program will be to train leaders in human rights and to contribute to the consciousness and participation of the public opinion in order to create a new culture.
- To develop a critical approach to the formal educational system, starting from human rights.

The specific purposes of this Program are:

- To link the Program with the work dynamics developed by the Network of Centers.
- To reinforce the line of publications and educational material, in order to identify the outline of the educational strategies about human rights in different environments.
- To deepen the thought and critical analysis of our own experience and that of other institutions, in order to identify the specifics of the subject.
- To carry out an offensive campaign of the Program "towards the outside" (with ONG's, mass media, etc.), in order to make this problematic a permanent concern and a central element of the national culture.

Program for
Training and Legal Support to Peasant Organizations

Description

This Program, intended to strengthen the peasant and community organizations through the development of strategies for legal-popular defense, describes its work as a vigorous factor of the legal potential involving the uses, behaviors, practices and values of the peasant population. Giving priority to the preventive role of the law and supporting consciousness building processes and the assuming of its rights by the people and groups involved, the CAJOC Program wishes to contribute -from the specific perspective of the law- to the integral process of development and improvement of the living and working conditions of the peasant and Indian people, groups and communities, who are working with the program.

The Program has two main lines of action: training of legal monitors and development and implementation of strategies for legal defense.

The training Program for popular/legal monitors, develops programmed contexts jointly with the monitors and their respective communities and organizations, based on the identification and priority of their most important needs and benefits.

Each monitor - previously chosen by his/her community- studies the community in order to allow the program to carry out the treatment of the "typical case" or fundamental legal situation. This "typical case" is worked out during workshops and special sessions, starting from the application of a strategy called three fronts of action, developed by the program.

Internal Front: Community resources.

External Front: Denunciation, information, mass mobilization and friendly institutions.

Legal-Administrative Front:

Actions and administrative, legal and juridical resources.

Training Program

Description

The Program is oriented to develop a training methodology for advisers, technicians and popular educators from the non-governmental centers and from popular organizations working with "El Canelo de Nos" Center. The main training activities are: field counseling, workshops and classes.

Research and Systematization Program

Description

The Program fulfills two basic objectives: to develop a line of support in systematization of experiences of popular education for the programs of El Canelo and of the Center Networks; and to initiate research and reflection around the subject of local development.

Systematization is approached as a support task which mainly assists programs to reflect about their experience, in order to articulate the knowledge of the popular sectors and to facilitate in the creation of new knowledge. Our focus involves a high content of theoretical-methodological training, so that the popular educators themselves, at the grass-roots level think, methodically and systematically, about their duties. In this way, we attempt to avoid becoming researchers of the experiences carried out by others. This option has meant engaging in a strong effort of working with popular educators at the grass root level, approaching the work with small groups, as well as through more massive events such as daily sessions, workshops and seminars.

In the short term, we attempt to implement actions while testing a methodology which will allow us to systematize the experiences from the perspective -point of view- of the popular actors. In this respect, very little has been accomplished in our country, as well as in Latin America, which makes this a very interesting and complex challenge.

Research and reflection within the context of the local development, has been approached from what we call a research of double entrance. On one side, the theoretical study through bibliographical research around the subject, attempting to determine a conceptual historical development; regional standards and/or continental; socio/political contexts explicit and subjacent within the different proposals; analysis of some specific experiences, etc. The other approach, -the second entrance- links directly with the previous and relates to the policies -criteria- and legal and administrative measures related to the regionalization and municipalization of the country, its scopes and perspectives.

Communications Program

Description

This is a multi-faceted Program that implements various areas of work; therefore, multiple objectives are outlined:

- To be an organization whose objective is to assist in the area of communications to different sectorial work projects of the "El Canelo de Nos" Center, and to the grass roots groups.
- To make known the activities, programs, initiatives and analyses developed by the Center in the area of local development and popular education.
- To create a systematic space for building a communication system for popular organizations connected to the Center.
- To promote, encourage and articulate the different cultural expressions of the areas where the Center operate.

Administration Program

Description

Administration and Finance is not an operative Program as the other Programs of "El Canelo de Nos" Center. It is, basically, a technical support body, whose special interest is the Administration of financial and material resources. The Program implements various areas of work:

- Accounting
It is conducted through a computer system, allowing access to periodic financial reports, which enable the comparison of budgeted amounts with actual expenses.
- Budget
It assists the programs in the preparation of budgets and in keeping updated information month by month.
- Personnel
It is in charge of issues related to the Center's staff: Contracts, Health Services, etc.
- Management of Resources and Property
It is in charge of verifying the Programs' operational expenses. As to the management of property, it refers to the equipment and operation of the Center.

Besides the areas mentioned above, the Administration Program plays an important role within the Centers Network of Local Development in terms of training and support to the Network administrators and accountants.

Agreements

As our efforts grew and developed, we saw the need to counter the obstacles imposed by the repression of an authoritarian regime; the scattering and disintegration of work, which led us to unnecessarily multiply efforts, and to an atomization and isolation of the groups and organizations. On the other hand, as popular educators, we could not stay away from the participatory importance that popular education implies.

This is how, together with other institutions located in the Province, the idea was born of creating a network of educational Centers, which, while respecting the autonomy of each institution and of the popular centers as well, would work in a similar educational task.

In January of 1986, the Centers Network was formed with the participation of seven Institutions of Popular Education; working agreements were set up among those having similar working areas between two or more Institutions: Agriculture, Technology, Women, Communications, Training and Legal Support, among others.

CREDES, Regional Center for Education and Development, is a non-profit, autonomous Institution for private law, with legal status. Created as a professional society, it develops through its programs of educational and productive tasks with women groups, children and peasants of the VI Region. The objective of the Institution is to search for the feasibility of the small farm sector, in obtaining a level of development according to their needs and possibilities. The activities are developed through the following programs: Peasant, Women, Children, Communications, Literacy and Systematization.

CRATE, Regional Center for Technical and Managerial Assistance. Non profit Organization of private law, founded through the initiative of the Bishop of Talca. The area of activities is in the VII Region and its beneficiaries are the peasants of that Region.

The main objective is to promote the economic, social and cultural development of the agricultural sectors, emphasizing the integral education of men and peasant families; within the environment of the community and its organizations.

CRATE develops its activities through the following programs: Rural Development, Housing, Health, Training, Women Programs and Managerial Technical Assistance.

PEHUENCHE, Society to Support Rural Development, with Headquarters in Talca. Since 1983, the working team formed by technicians and rural monitors, carry out activities to support poor peasants and agricultural workers of the Maule Region. The purpose of this task is to improve the living conditions of the rural family, based on a strategy whose purposes are that the rural population receive the benefits by building and developing their own way of living, as well as their own organizations. Therefore, group work becomes the central purpose of the activities in Pehuenche, an organization that joined the Networks Centers of Local Development, at the end of 1987.

The working programs are: Technology, Administration, Rural Women and Youth.

CAPIDE, Planning and Advise Center for Research and Development. Research and Popular Education Center, private, non-profit, legal body as a professional society. Founded in 1978 in the city of Temuco, IX Region.

CAPIDE wanted to contribute to the process of knowledge and search of alternatives of change within the global reality; clearly emphasizing the Mapuche area. The objective of the institution is to become an autonomous space where different disciplines can meet, which within the frame of an anthropological perspective constitute a Center for Research, Education and Communication of the reality, to contribute to the development of knowledge and to create ways of action with individuals and groups on the way to transform their reality.

FREDER, Radio School Foundation for Rural Development. Is a non profit organization of private law, organized in 1968 and connected to the Catholic Church. Develops its activities in the Provinces of Osorno and Valdivia, in the X Region.

The general purposes of the Foundation are to contribute to the integral development of the rural men and women, to coordinate efforts of rural and/or community development, and to the evangelization of the rural and community sectors.

In order to implement their objectives, the foundation has developed a series of programs, besides Radio La Voz de la Costa, which is the center of the activities: Monku Program, Popular Communicators, Women Program, Rural Education Program, Training and Legal Support to Rural Communities, Evangelization Program and Radio Catechism.

FREDER gives priority to the Huilliche population, which is an ethnic Mapuche minority.

AURORA, Southern Regional Development. Created in 1983 as a non-profit, non-governmental, support Institution; legally founded as a Society of Rural and Technical Professionals.

Their field of activity is the X Region, Province of Osorno and Llanquihue, the purpose is to support rural and urban organizations of the area.

The objectives are directed at developing Educational, Technical Training and Organizational Programs with grass roots organizations as a tool to rearticulate the social fabric of the area.

In order to implement the objectives, AURORA implements the following programs: Communications, Women, Labor Unions and the Program Center for Popular Education and Technological Development.

OPDECH, the Office for the Promotion to Develop Chiloe, carries out its activities in the Archipelago of Chiloe, with headquarters in Chonchi, "Isla Grande". It was created in August, 1982, as a professional society with limited responsibility.

Its purpose is to promote rural popular organization in areas of accentuated marginality, aiming to find alternative solutions of survival and socio-economic development.

Within this perspective, research, training, technical assistance, publications, are carried out through the following support programs: Demonstration and Experimental Field Program "La Mula", Peasant Women Program, Communications Program, Training and Popular Education Program, Program for Legal Support and Human Rights, and Administration, Accounting and Computer Science Program.

Besides the working agreements established with the Network Centers of Local Development, joint activities are carried out with other institutions and/or organizations.

-UNIVERSITY OF CHILE

a) Faculty of Agrarian and Forestry Sciences
Construction of a Biodigester, capable to adapt in rural conditions in "El Canelo" Center.

b) Veterinary Medicine.
Consultation/Evaluation for students' senior theses

Both agreements were established through the Rural Agricultural Program.

-I.P.S. Professional Institute of Santiago.
School of Graphic Design.

a) Consultation/Evaluation for 3 degree projects

b) Consultation/Evaluation for 3 professional practicums.

Agreement established with the Communications Program.

-HOLLAND UNIVERSITY OF MAGENINGEN

A) Residence and guidance of the student Joitske Hulsebosch, during 6 months at El Canelo.

Agreement with the Agricultural Program.

CIREN

This Institution works with Aymará Indian groups, in Region I, Province of Iquique.
It has an institutional agreement of interchange and mutual support with "El Canelo" Center.

GESTEC

This Institution carries out educational activities, Technological Training in Region IV of the country, Vicuña area and Valle del Elqui.

An institutional agreement was established with El Canelo de Nos Center.

COTRA, Working Community of Reñaca Alto. This Institution experiments and diffuses appropriate technologies. It is located in Reñaca, Region V, Province of Valparaíso. It has an institutional agreement with "EL Canelo de Nos".

CENECA, Center located in Santiago

This Center is dedicated to research about Culture, Art and Communications. Since 1985, it has maintained an agreement with the project "Cultural Animation of El Canelo Center".

PIIE, Interdisciplinary program of Educational Research, located in Santiago.

An agreement was established with the Human Rights Program; to work in educating teachers on this subject.

TIDEH, Multidisciplinary institution, formed by popular educators, grass roots monitors and professionals, in search of the integral development of the human being.

It has agreement with the Training Program of El Canelo, in order to train Human Rights leaders and educators in Peasant Communities.

PORTUEZLO PARISH

Located in Region VIII, 1 1/2 hours from Chillán. It works with Peasant Communities of the Region and run a High-School for the children of local peasants.

During the last three years, the Parish has maintained an agreement with the Rural Agricultural Program of "El Canelo".

INPRODE

As a private, non-governmental organization, functioning as agent of Local Development, from a perspective of regional activity, it maintains an agreement with the Women and Communications Programs of "El Canelo de Nos" Center.

HUMAN RIGHTS COMMISSION AND COUNSEL OF INDIAN CHIEFTAINS OF OSORNO

This organization established an agreement with the Training and Legal Support Program of El Canelo, in order to train legal monitors.

INTRODUCTION

"El Canelo de Nos Center (CEAAL-Chile), understands popular education as a process to support popular organization and movilization, tending to improve the autonomous capacity of grass roots groups in their own development, and to promote knowledge, capabilities and skills.

A great part of the educational activity in el Centro El Canelo de Nos, is related to training; understood as a systematic educational activity.

Training, so understood, acquires, however, different dimensions according to specific cases: it sometimes emphasizes technical aspects, teaching skills and crafts; at other times, it is an organizational training geared towards teaching techniques and methodologies for planning, evaluation and group animation. Frequently, the training refers to "human resources", which indicates the goal of educating grass roots teachers and leaders. The dimensions mentioned above are expressed in activities such as: training in rural technologies; organizational training in legal defense; in human rights; training and participatory education of popular educators and community leaders; training of popular systems" (1)

The training experience we present, is based, precisely, in the education of grass roots popular leaders or educators.

In this document, we refer, in particular, to that activity and, in exceptional occasions to aspects related to institutional training, specially that related to describe the educational process.

We believe that the "Workshop of Systematization of Experiences for the Education of Leaders and the Elaboration of Materials", in which we participate today, represents an excellent opportunity to move forward in the interchange of information and reflection about our educational practices.

I. IDENTIFICATION BACKGROUND

As we already mentioned, this experience refers to a training process in systematization, carried out by the Program of Systematization of "El Centro El Canelo de Nos", with leaders and educators of the program for rural development of the CRATE Foundation (Regional Center for Technical Assistance).

This represents, for CRATE, the first step to incorporate systematization into the practice of social activity with peasants, and is based within the context of an institutional attempt to prepare leaders who will incorporate a process of reflection with a methodological structure.

This experience is being carried out as part of the agreement signed between CRATE and "EL Canelo de Nos" Center, being the latter responsible for its implementation.

IIA. Educational Program

Underlined within the frame of popular education, the objectives of this program can be summarized as follows:

1. To facilitate, through a horizontal relationship between "educators" and "students", critical thought about the social activities with peasants which, based on the knowledge acquired by practice, will develop levels of introspection and theorization for its improvement, establishing a continuous process of activity - reflection -activity.
2. To share some theoretical, methodological and instrumental elements that will allow a strengthening of the knowledge of the reality, and which will help the continuous confrontation between the context of the program and the specific actions implemented. In other words, to reflect about the coherence between the interpretation of reality, the purpose and processes of the Rural Development Program.

The program was developed by advisers of CRATE Foundation, working with peasants in three agro-ecological regions of the Provinces of Curicó and Talca, in the central area of the country, more specifically in:

- | | |
|--------------------------|---------------------------|
| - Rinconada de Botalcura | -dry barren land |
| - Lo Valdivia | -Central Valley |
| - El Huapi | -Pre-cordillera Los Andes |

The larger part of the local peasants participating in the Development Program are small landowners, basically working in subsistence agriculture, with a minimum part of the production

for marketing, specially wheat and lentils. They are grouped in committees of development, and through these committees the advisers perform their tasks. They represent about 120 families, approximately 600 people. However, the indirect impact of the activity reaches more than one thousand people, offering technical assistance, even though not permanently, to non-organized peasants of the area.

The objectives of the Rural Development Program are:

- . To improve production and productivity of the main agricultural items and to introduce new ones, emphasizing the preservation of natural resources.
- . To achieve an autonomous and strong organization.
- . To improve the marketing process.
- . To help the improvement of the level and living conditions of peasants.

In order to achieve these objectives, the program carries out training and productive support activities; popular education; training and support to the organization; recreational, cultural and social community activities; health support and training.

B.1. Selection and Recruitment

The selection of the advisers for the training process is done through a direct contact. As explained before, specific areas were selected corresponding to different agroecological areas, in order to test the impact that the systematization process would exert over the activities in each one of them. Therefore, the advisers participating in the training process were responsible for the Rural Development program in those areas.

Moreover, CRATE Foundation decided to incorporate the officer in charge of training and the coordinator of the Rural Development program of the institution, within the process in order to allow the presentation, overview and implementation of the systematization practice into other institutional programs.

B.2. Education or Training

All the activities related to popular education in "EL Canelo de Nos" Center, should be based on the reality of the participants, on their organizational experiences, their immediate needs and their values and own cultural expressions.

This approach implies that in our work we try to promote a constant self-educational arrangement. Therefore, we operate in groups, in cooperatives and democratically, promoting participation and collective responsibility; implementing a horizontal teaching relationship.

This type of popular education is closely connected to participation; real life is the base, upon which different process are worked out to transform it.

It is for us a permanent challenge that training has to be carried out according to the theoretical, political and methodological approach of the popular education, already delineated" (2).

To develop the experience we are about to describe, we proposed some objectives that need to be explained:

- a) To locate the subject of systematization and methodology at a level which is necessary and possible. We understand it necessary, as long as the reflection and context implied allow us to improve and deepen our practice towards a changing social perspective. We understand it as possible, as long as the popular educators (promoters), with their vast resource of experience in social activities, can confront it.
- b) To move forward creating conceptual, methodological and instrumental tools which will allow us to incorporate and consolidate practices of systematization.
- c) To analyze the activities performed, relating the activities to each others, in order to detect the elements that will help and those that will hinder our practice, at the level of experience itself as well as within the global context.
- d) To communicate the accumulated experience to the other institutional programs.

The training process starts with a two day Workshop. The first day is spent exchanging information between the teams participating in the process; selecting the places from the guidelines already analyzed and developed by the advisers (3); and deciding the periodicity of the training process: a monthly session of one day duration, during a period of 10 months, with follow-up work between each session.

* During the first session the training team "presents" the concept of systematization, which is understood as a process of reflection about the practice attempting to compare, in a structured fashion, the objectives-targets with the activities developed to achieve them, within a perspective of social change.

The main issues of the methodology selected are developed, being the categories of analysis as follows:

- . Interpretation of reality
- . Area of incidence
- . Purpose
- . Process.

Afterwards, based on the specific experience of the advisers, a study is conducted about the methodology, and a test about the application is performed to determine the need to go deep into the knowledge of the areas. In order to achieve this process, a guideline about socio-economic research is given (4).

* In the following session, a collective analysis is presented about the socio-economic research guidelines. This study allows us to clarify concepts, clarify doubts and standardize criteria. It attempts, furthermore, to rule out the idea that only the intellectuals can do research and that only their knowledge is valid and scientific. We do this through examples emphasizing the work performed by the advisers, as well as by emphasizing the importance and value of the popular knowledge.

* During the third session, part of the information collected by the advisors is analyzed, and the concepts relative to the research-participatory action is introduced, connecting them to the process of systematization and adaptation of knowledge.

During the second part of the session some key questions are explained. These questions are related to the process of systematization and to the search for answers in a collective way (5). The "training" team acts as facilitator of this process, guiding the debate and providing some conceptual clarifications.

* The fourth session is dedicated to "Understanding the Reality" of the areas (6) and (7), prepared by the advisors. The paper is analyzed and people make suggestions in terms of information and about conceptual aspects.

The second part of this session is dedicated to the evaluation of the work done up to the present. Part of the discussion and observations from the evaluation are included in Chapter IV of this document.

*The following theoretical work is developed during the fifth session: Area of incidence and intention. Then, a critical attempt is made to incorporate these analytical categories into the proposal of the Rural Development Program.

First, we work individually, then the individual results are transferred to a diagram from which a group study is put into effect.

* During the sixth session the previous practice is continued to develop categories of analysis of the proposal.

In the second part, a theoretical work is done concerning the concept of Process, understood as the different activities developed and the way in which they are presented in order to respond to the intentionality of the program, and to promote the social change attempted by the proposal (8).

The concept of core process and support process are studied. A preliminary test on this activity is performed, introducing the subject of Registration of processes as a substantial element. A Card showing the Systematization of Activities is given (9) to the advisers to be studied for the next session.

* In the seventh session, emphasis is placed on the theoretical aspects related to the processes, through group work. Then, a discussion is carried out about the need to register the activities, and a comprehensive list is developed indicating the records used by the Institution in the productive work of the organization. The information and uses included are analyzed, and it is concluded that they refer to specific actions, being the basic objective the handling of quantitative information and task control.

From this experience, the need to have qualitative information about peasant participation and social relations, development of the organization, educational contents, etc., is verified. The Systematization of Activities Card is studied collectively, clarifying doubts, concepts and similarities, and the application to an activity performed is carried out by one of the advisers.

* The 8th and 9th sessions are dedicated to the study and practice of the Card of Systematization of Activities (10), and to the final evaluation.

The didactic and support material used during the training process are included in the Appendixes, and are marked in their respective pages. Besides the Appendixes, a blackboard and/or diagrams were frequently used, and a brief bibliography was given as support information (titles included in Appendix 8).

An Evaluation about the context was carried out every time that a practice about the context was developed in a session. At the same time, during two sessions --once in the middle of the training process and another at the end-- the Evaluation was studied collectively, with the idea of having a critical study about the methodology, the obstacles and conveniences faced during the course of the study. The results were important elements which are included in Chapter IV.

As mentioned before, the participants in this study are: A representative from CRATE in charge of the Rural Development Program, the advisors responsible for the rural areas, the inter-institutional coordinator of field work, and a representative of institutional training (CRATE).

In charge of the training process were two teachers-researchers from the Systematization Program of El Canelo de Nos Center.

The training process was carried out in nine sessions, with "tasks" to be developed between each session, between December, 1985 and December, 1986.

7A/23

III. EDUCATIONAL PROCESS

As indicated above, we place the training process within the framework of popular education, and in general terms it contains the following elements:

- the content derives from the reality and the problems emergent from the experience of the participants,
- the purpose of the activities developed during the educational process is to create consciousness based on the specific task,
- all the subjects are organized under "common ideas" from real problems, experienced by the participants (this differ from traditional models where the subjects are organized in a partitioned way),
- theory and practice are thought to be integrated,
- topics are defined by the participation of people involved in the educational process,
- although the educational activity is carried out in an informal mode, it is systematic and is evaluated by the group,
- the educational techniques acquire a dialectical character; the possibility to program teaching a priori and dogmatically, is not accepted,
- The educational methods are group oriented; a group is understood as a totality capable to create knowledge from its interaction processes.

If we were to describe the processes by which training is conceived under the "pattern" described above, we would have to indicate that it is formed by four elements:

- a. The first stage is based on common experiences, language, specific ways of perception, thinking and feeling of reality. This common experience is achieved by a process of group reflection.

This stage is described as a participatory conception of the educational activity, using inductive procedures to promote a dialogue leading towards the creation of knowledge.

- b. The second stage, involves the effort to systematize the experiences presented, in order to reach the first level of theoretical conceptualization from which the preliminary hypothesis will be deduced.

In the process of discussing the experiences and elaborating the concepts, the group starts to build its own theory.

- c. The third stage encourages the confrontation of the experiences expressed with the existent theories, and include within this confrontational process the discussions produced by the group. At this time, it is necessary to analyze in a critical way the values derived from common sense, and confront them with the social dynamics, in order to clarify the opacity of our vision of society.
- d. The fourth stage is about synthesis. Even though we start from a systematic criticism of our common sense, the idea is to base our thinking in it, to demonstrate that we are able to produce knowledge, and that the point is not to force a critical thought, but to renew and be able to criticize our own knowledge. In this point it is very important to confront the knowledge produced by the group with the existing theory. Through this process it is reaffirmed that theory comes from experience.

Although this method requires careful work and a group effort, it establishes a true process of self-education.

This is the context in which we confront training in "El Canelo de Nos" Center, to form popular educators. In this specific arena we try to support a tendency that, besides defining the role and the creation of a professional teacher, will help to incorporate local community leaders, into the development of the educational process.

Within this framework, the purpose of the participatory training and formation of popular educators requires that the popular educator be able to recognize and interact vis-a-vis the many problems and situations resulting from the group and community participation in the development of educational programs.

As for the content of this participatory training and formation, we attempt to make it the product of a dialectical activity between the experience of the participants, the theoretical study and research. The collective and participatory production in this dialectical process should return to the popular educators as part of their training. This decision will provide the most specific answers to the popular educators who seldom find these answers in the general discussions of our workshops, classes or training material.

We do not want to give priority to and instrumental training centered only in transferring methodological and technical elements. Nor are we interested in a training whose main objective is to "create" in the shortest time future "performers" and "multipliers".

Our purpose in the training process is to educate popular educators able to harmonically integrate the command of techniques and methodologies with the critical thinking, the systematization of practices and the active participation in self-training and improvement.

The purpose is to involve popular educators as the main issue of training. Only through the socialization of knowledge, criticism, theory and method, will it be possible to overcome the dependency of grass roots educators, with respect to the specialists in popular education; and at the same time to place those specialists under criticism and subject to the requirements of grass roots experiences (11).

IV. ANALYSIS OF THE EXPERIENCE. SUMMARY OF THE DOCUMENT

1. Theme:

Obstacles:

- 1.1. During the course of the training experience, we were able to verify that the multiplicity of problems faced by the institutions in their task of popular education and social activity, inherent in our socio-political and economic reality, force them to give priority to action over the reflection.

Within this context, even though the subject of systematization of action is usually included in the institutional "discourse", the conditions of time and resources are not always present in the real life to be developed.

- 1.2. As a consequence of the above, the training process was rather slow and difficult during the first sessions, and only after a period of time, the need and use of it became more clear. This is explained in some statements given by the advisors in the first evaluation:

. "When we are working at our desk developing a document, doesn't the Institution believe that we are wasting our time, and that we should be doing field work?"

. "Now I have a clear idea that we are not better because we have more activism".

. "I am convinced that if we have more time available for reflection, supported by the Institution, we will improve our work".

- 1.3. Experiences similar to the above, were determinant in cancelling one of the sessions (ten were planned, but only nine were completed); and also represented a factor for not having the Workshop on Communication of Experience, with the rest of the Institution.

Positive Factors:

- 1.1. The concern and institutional interest to put into practice the systematization process.
- 1.2. The willingness of the team to work on this subject, once they "discovered" its usefulness.
- 1.3. The interest shown by the participants in sharing their experiences with the rest of the Rural Development team, and, sometimes informally, with other institutional programs.

2. Methodology:

Achievements:

- 2.1. To prove, in practice, that the systematization methodology used, allows us to conceptualize the programs and to determine the obstacles, positive factors, achievements and errors.
- 2.2. To prove that the methodology used for training has an internal coherence that allowed the advisors to apply methodological elements as well as tools for research and systematization.
- 2.3. To evaluate periodically, the progress in the instrumental and methodological handling by means of the training methodology.
- 2.4. To obtain some "products" such as the "Understanding of Reality" of the areas and a first attempt to systematize the proposal of the Rural Development Program.

Errors:

- 2.1. Failure to perceive at the right time, the causes and difficulties faced by the advisors to develop the training process. They became apparent after the first evaluation.
- 2.2. To assume that the "handling" of the Systematization Card of activities was a simple task, realizing in practice, that there were difficulties in the most analytical aspects: obstacles, positive factors, achievements and errors. Therefore, we believe now that the advisors needed more time to have a total control of it.

Obstacles:

- 1.1. Due to lack of time available, the advisors did not have the possibility to carry out a direct follow-up of the daily field work activities. We believe that such activity would have allowed them to strengthen the level of study during the sessions.

3. Materials:

Achievements:

- 3.1. The opportunity to have simple but appropriate material that helped the training process.
- 3.2. To have proved, in practice, that our affirmation about "the preparation of educational material should force the person preparing them, to know the reality of the 'addressee', to collect facts and experiences, and to understand the perception that they have about their reality" (12)

Errors:

- 3.1. To have worked only with written material, leaving aside the use of audiovisual materials such as: videos or transparencies, that would have reinforced the study, demonstrating furthermore, some experiences of systematization which have been communicated through this media.
- 3.2. To realize the need to explore the preparation of material.

Footnotes

- (1) El Canelo de Nos Center. Training in El Canelo de Nos Center. Internal document, 1986.
- (2) ID.
- (3) See Appendix No. 1, issue of a Guideline to select rural communities and their development.
- (4) See Appendix No. 2, the central themes included in the Guidelines.
- (5) See Appendix No. 3, list of main questions asked during collective study.
- (6) NOTE: For administrative reasons, the advisor in charge of Lo Valdivia (Central Valley) area, was transferred to another sector, therefore the remainder of the process will deal with only two areas.

- (7) See Appendix No. 4, "Understanding Reality" from EL Huapi and Rinconada de Botalcura.
- (8) See Appendix No. 5, diagram prepared after the sessions.
- (9) See Appendix No. 6, sample of Card of Systematization of Activities.
- (10) See Appendix No. 7, Card from one of the exercises performed.
- (11) El Canelo de Nos Center, "Training... " Op. cit.
- (12) ID.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Marcela Gajardo Phone number _____
Organization FLACSO
Street Address P. O. Box 3213
City or Town Santiago State or Province _____
Nation Chile

2. Check whether this case is based on

- (☒) an actual program
(☐) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). B. Agriculture (rural development)

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).
Private organizations, media for distance education

6. Basic characteristics of service area

- A. _____ geographic size (such as square miles or kilometers)
B. _____ population (number of people living in area)
C. _____ urban/rural (density of population)
D. X nationwide

7. Year(s) covered by the case description 1979-1983

Chile: an experiment in non-formal education in rural areas

Marcela Gajardo

General background

In the broad spectrum of non-formal education there is a whole range of experiments combining educational activities with community information that can be used to promote community organization and participation by the people. It is our intention in this article to analyse one such experiment in Chile, known as the Programa de Difusión Campesina (Rural Information Programme), which has been carried out by private organizations.

The specific features of the experiment will be analysed as we go along, but it should be stated in advance that it originated in a project to devise a new style of communication using traditional social channels, with emphasis on forms of community work in the less privileged rural sectors, that is to say among peasants directly involved in agricultural production who are members of various organizations such as peasant co-operatives, the trade-union movement and the Araucan organizations, which represent the indigenous population in Chilean society.

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Common to all these groups is their subjection and poverty in a society in which they have great difficulty in bettering their living and working conditions in view of current agrarian development policies and the effect they have on these groups: low income levels, little or no access to productive resources, limited loan facilities and little control over production and marketing. In addition, these groups have restricted access to training programmes and are left to make do with the information disseminated through the official media, over which they exercise no control.

Against this background the purpose of the project was obvious from the outset. There was an evident need for a programme of this kind, despite the recognized obstacles and constraints inherent in the processes of communication in the countryside, and notwithstanding the view of many specialists that it is difficult for education, information and in particular communication processes to effect any improvements in rural living and working conditions, even though, as support mechanisms, they are an important component of rural development.

This situation created the dilemma of whether to attempt a fresh experiment in this field, or to abandon all efforts to carry out rural education and communication projects. The second alternative meant leaving the rural population to be covered by existing communication media, thereby depriving them of access to the information required to increase their participation in national life and of the right to education,

which would help to improve their living and working conditions.

It was therefore decided to conduct a new experiment, which would be co-ordinated and carried out by a private agency working for the rural sector. A number of institutions applied themselves jointly to implementing a programme on behalf of the rural groups in general and the co-operative organizations in particular, using a variety of communication media and conducting educational activities designed to improve the rural sector's productivity and organization.

The radio, the press and educational publications were used to strengthen the organization of the co-operative and to promote the vocational and community training of peasants who, as a result of existing agrarian policy and changes in Chilean society, were forced to operate in a fiercely competitive market in which the greatest chances of success lay with groups well endowed with capital, technology and human resources.

Structurally the programme was divided up into various activities for the areas covered. As regards radio broadcasting, the original project comprised the production and processing of basic twenty-minute programmes, to be broadcast both nationally and by five local stations. It was planned that the press should disseminate regular information on agriculture and agricultural techniques, to be published weekly in the national paper with the largest readership, the daily *La Tercera*. Subsequently, this weekly supplement to *La Tercera* was replaced by the publication of a monthly magazine. The initial circulation during the first two years of the programme's operation was 10,000 copies. The educational publications included the 'Cartillas campesinas', a series of leaflets on problems of interest to the rural population, designed as back-up material for various rural training schemes.

While broadcasting and magazines are basically news media, the 'Cartillas' are an instrument of communication in the service of rural education and/or training. They are primarily intended as a back-up for educational activities

in various rural organizations and in agricultural support institutions. As such they are prepared on specific subjects, and distributed through these bodies at their request. The 'Cartillas' did not undergo any substantial changes in the course of the programme, but were supplemented by an additional activity related to its educational aspect, namely the training of rural communicators.

Launched in 1979, this comprised a sequence of stages and processes for the transfer of communication technology and educational methods to the rural population so as to enable them in future to direct and manage rural communication and education projects. The main objective was to make the rural population aware of the importance of communication in developing and strengthening their organizations and to provide them, in the light of existing possibilities and resources, with the means of solving their everyday problems.

Such were the broad outlines of the Rural Information Programme. It should also be pointed out that the management and co-ordination of the programme involved other interrelated factors, making it pre-eminently a project that combined the activities of various rural development bodies with those of the peasant organizations themselves, in the search for working methods in the field of education and communication that would actively associate peasants with the management and development of their own education and with the effort to improve their organizational ability, communication techniques, and capacity for critical reflection on social processes and relationships.

Assessment of the results of this search for new courses of action has been a standing concern of the various groups involved. Successive attempts have been made to define the progress made and the lessons to be drawn, but it is no easy task to gauge the relative importance of the programme's results against the total extent of the problem. In practice this involves not only obtaining an overall view of how the project has developed but also setting in the appropriate context its quantitative achievements, the influence it has had, the

extent to which it has met the stated needs, and its productivity and lasting effect. An assessment should also be made of the qualitative results, which are vital in determining what impact projects of this kind have on improving the quality of life for less privileged groups.

The purpose of this article is to indicate the broad outlines of what are at present considered to be the achievements and lessons of the Rural Information Programme. The analysis of the experiment is based on progress reports on the programme's activities, exploratory studies in the field and interviews with selected individuals. Obviously this is not an assessment of the methods adopted or of their effects or suitability in respect of the stated objectives. The aim is merely to consider the programme's achievements in the context of the overall situation, including its objectives. This gives an interpretative picture of the results and of the problems and future outlook for work in this field.

The following is an account of how the experiment developed, and of its progress and successes.

Launching of the experiment

The Rural Information Programme was launched in 1977. The principal media used were the radio and the press. The experiment began with the radio programme *Punta de arado* (The Ploughshare) and the publication of a supplement to *La Tercera* with the same title.

The original concept and objectives of the programme developed in various ways as a result of the alternatives opened up by the different media.¹ Thus the originally planned weekly radio programmes lasting twenty minutes became daily five-minute programmes, broadcast by the national radio and thirty-two local stations. A progress report from the team in charge describes the development of the programme as follows:

The original project was for a weekly twenty-minute programme to be broadcast from one national and five regional stations. Radio Chilena broadcast the national programme, starting in June 1977. At the

same time a study of the type and content of the programme led to the introduction of a daily five-minute programme, *Punta de arado*, broadcast from Monday to Friday. The main reason for this change was the need to provide information specifically for the peasants, who have neither their own information media nor access to the traditional mass media; there was also the practical consideration that a daily broadcast helps to create the listening-in habit.²

The circumstances which altered the broadcasting programmes also affected the press. The weekly supplement to *La Tercera* developed into a monthly publication, *Haciendo camino* (On the Right Road), with an initial circulation of 10,000 copies. The team's report indicates that the purpose of this development was to circumvent difficulties noted in conversations with representatives of *La Tercera*. *La Tercera* had been chosen as the paper with the widest national circulation and the one most read by the people. It was however recognized that with the economic situation of the Chilean peasants, and the geographical isolation in which many of them live, these arrangements were insufficient to reach them all. It was therefore decided that to remedy the situation the weekly supplement to *La Tercera*, should be produced instead every two weeks, and a monthly review should be brought out as well.³

No important changes were made in the 'Cartillas campesinas' at the beginning of the programme; all that was necessary was to decide the title and contents of each series.

These changes did not alter the programme's objectives or basic goals, and the material disseminated by the different media followed the original plans. When the experiment was launched, the proposed aims were

to strengthen the community spirit while encouraging individualism, and to demonstrate that the option of co-operative organization could help the poorer sectors of the population to participate in production. To this end it is necessary to have a picture of what is really happening at present in the co-operatives: how co-operative work enables some small farmers to sustain and increase their activity, and the reasons why others fail. In order to make the material disseminated more attractive,

and with a view to promoting integral rural development, the aspects covered will include health, culture and family life. Subjects such as the importance of vaccinations, the serious consequences of alcoholism and the need for a democratic family structure will be gradually introduced on a continuing basis, using the information media available.⁴

These aims were made public through radio broadcasts, special articles, news reports and the circulation of short stories and other material for peasant readers, covering a number of subject areas: macro-economic processes, local planning processes or field experiments, co-operative training, technical information, rural values and culture, and health.

The various subjects were dealt with in a series of articles and features for co-operatives and other peasant organizations, and in interviews with leaders and members of the rural population. Features and news items included in the magazine were also used for the radio programme.

As regards distribution channels, different arrangements were made for each medium. The radio programmes and the magazine *Haciendo camino* were the responsibility of the executive body and its technical team. The *La Tercera* supplement was distributed with the newspaper in the normal way. The magazine *Haciendo camino* was distributed directly by the executive body to the co-operatives, and indirectly through supporting and technical assistance agencies.

The series of radio programmes was forwarded weekly by the producers to all the broadcasting stations participating in the programme, under agreements concluded with each of them.

The Rural Information Programme was an entirely new venture calling for co-operation from a number of institutions and individuals. The combination of a variety of media for education and information purposes also made it necessary for its internal structure to comprise different operational levels. Thus from the outset a centralized administrative system was set up to serve the following operational levels:

The programme's General Planning and Co-ordination Board, representing both the private institutions involved in rural training schemes and technical assistance, and rural co-operative organizations.

The programme's executive team, responsible for activities in the various areas, including the preparation of the magazine, the leaflets and the radio programmes.

The supporting institutional network, consisting of all the private organizations providing support to the rural sector through rural development and rural training activities at the local, regional and/or national level.

Population characteristics and progress of the experiment

By way of an initial survey of the situation, a questionnaire included in issue No. 6 of the magazine *Haciendo camino* resulted in a general picture of the kind of people who read the review and listen to the radio programme. Filled in by 317 readers—a low response rate considering the magazine's circulation of 10,000 copies—the questionnaire was answered mainly by heads of families (88 per cent) between the ages of 30 and 45 (41 per cent to 46 per cent), the remainder being young people under 30 or people over 50 years of age.

An analysis of the replies received regarding the educational level of the magazine's readers showed that 60.3 per cent had gone no further than the sixth basic grade at most, which corresponded roughly with the national figure for the rural population having completed this level of schooling in 1970 (67.5 per cent). However, the proportion of those replying who had received no schooling, or who had received secondary education, was 7.1 per cent and 18.2 per cent respectively, which contrasted with the relevant national figures of 25.5 per cent and 5.5 per cent respectively.

As regards occupational characteristics, more than half of those replying (67 per cent) owned medium or small holdings, which corresponded to the programme's initial target population,

namely the groups that formed the peasant co-operatives.

The data obtained regarding the type of holding worked by those replying showed that the programme's target appeared to have been achieved, given the high percentage of plots or smallholdings (27.0 per cent) and medium-sized holdings (12.2 per cent), together with the replies showing membership of peasant co-operatives (74.2 per cent). A relatively low percentage of replies came from members of rural trade unions (5.9 per cent), as a result of which the project began by giving priority to work with members of peasant co-operatives.

The fact that most of those replying to the questionnaire were members of co-operative organizations explained the background information obtained regarding the magazine and its circulation. This showed that almost half (45.8 per cent) of the copies were distributed through these organizations, with training centres also playing an important part. Twenty-three per cent of those who replied to the questionnaire said that they received the magazine 'from time to time' and 10 per cent 'every other month', with the result that the project's objective of regular coverage was only partially achieved.

Each copy of the magazine was read by all the members of the nuclear family; only 33.9 per cent of those replying said that they alone read their copy. More than half of those replying (62.2 per cent) read the entire magazine, and 18.3 per cent said that they did not read it, or read it only in part.

With regard to the problems faced by the magazine's readers, the survey revealed difficulties which could be easily solved as the project progressed. Although the magazine was generally considered to be attractively presented, it was frequently pointed out that it was difficult to read because of the small print, the superimposition of photos and texts, the terminology used and a rather uninteresting style. Lastly, it was suggested that the subjects dealt with should be timed to coincide with the seasons of the agricultural year, and that training topics might be included.

One positive aspect singled out was the importance of the programme in view of the fact that the co-operative organizations do not meet regularly, and their members thus remain isolated. The magazine was described as a means of 'stimulating contacts to overcome this lack of communication', 'as the sole source of information, when it does reach its readers' and as a way of 'conveying instruction and ideas to the co-operatives and the peasants, who in isolated areas are completely cut off from the rest of the world'.

It was widely pointed out that both the magazine and the radio programmes served as channels for conveying information and national and co-operative news. Hence the emphasis placed on the need to disseminate more information on current agrarian policy and the economic and technical problems of the countryside; also on the need to stress members' duties towards their organization, and vice versa, and to encourage the search for new forms of technical assistance. It was noted that the magazine's scope of action was increased where it was read by all members of a household, not only its head, and this was considered a positive factor for the development of the experiment.

As regards the radio broadcasts, 47 per cent of those who answered the questionnaire published in the magazine said that they never listened to them, while 11.5 per cent listened daily. Of those interviewed, half said that they listened occasionally, on one channel or another. The timing of the broadcasts was considered acceptable, apart from early in the morning, the best times being midday and in the evening, when peasants are normally at home. As regards adverse criticism, most of those interviewed found the programme was too short, too many subjects being covered in the limited time available.

As regards the supplement to *La Tercera*, all replies noted that while the subjects treated were of general interest, the paper was not in fact widely available. The replies to the questionnaire showed that only 12.8 per cent read it regularly; over half (53.3 per cent) did so occasionally, and 22.1 per cent never. The

majority of those interviewed had never listened to the radio programme. As this bore out the earlier findings of the executive team on its field visits, this part of the project was discontinued.

Briefly, at the first stage in the practical assessment of the Rural Information Programme it appeared that while it was not possible to draw general conclusions from the limited number of replies received, the replies constituted a partial indicator of the results achieved, providing valuable information on some of the difficulties involved.

In general the magazine's readers and the radio listeners expressed a favourable opinion, and welcomed the national and co-operative news and the information provided. There was general agreement that the programme should provide more information on current agrarian policy and the social, economic and technical problems of the countryside; and that it should aim at assisting the rural population as a whole, not only the co-operatives. Another important point that emerged was the need for greater peasant participation in determining the content of the programme, and for the different media to reflect their views on problems and their suggestions for solutions.

From the technical point of view, the magazine was considered to be attractively presented and tastefully illustrated, though it was recommended that the print should be larger and the language simplified. For the radio broadcasts it was recommended that each subject should be dealt with separately and seasonally, in order to be of the greatest use.

The above information is taken from studies carried out between 1977 and 1978. In 1980 a further survey was conducted with a view to analysing the general development of the programme, its achievements, problems, the usefulness of the media, the messages broadcast and their relative impact. At a time when the initial assessment of the experiment was being completed, five issues of the magazine *Haciendo camino* had been published. The radio programmes had reached a larger audience than initially envisaged. At that date, 401 programmes

had been broadcast daily through the national and local broadcasting stations. Three of the 'Cartillas campesinas' had been published, the titles and contents for each of the series proposed having already been decided upon.⁵

The third study, conducted in 1980, provided new material reflecting the progress achieved and the shortcomings of the experiment, in other words the extent of its impact. It was conducted by means of a survey among radio listeners and 111 interviews with selected individuals, which revealed that 78 per cent said that they knew and read the magazine. Of these, 91 per cent were particularly interested in articles of a technical nature, and 80 per cent discussed the magazine's contents in groups or with members of their household. Only 50 per cent of those interviewed said that they listened regularly to the radio programme, while the remainder listened only occasionally.

At the date of this assessment thirty-two issues of the magazine had been produced and the leaflets—of which twenty-four had been published—could be seen to be an important back-up instrument for the education and training of the rural population. The number of radio programmes had doubled and the plan for training rural communicators was developing as an initial phase in a larger process that would culminate in the transfer to the peasant organizations of programme management and the handling of the media.⁶

The Rural Information Programme: relative successes

Now that the programme has been in operation for four years and three assessments of its development, achievements and shortcomings have been made, it is possible to pin-point some of its specific components, regarding them as indicators that will make it possible to grasp the dynamics of the programme's development, understand its internal logic, monitor its updating process and give a verdict both on its coherence and the advisability of using the experiment as a model. These are points to which

7B/6

we should now like to address ourselves, taking account of relevant aspects of the context of the experiment, questions relating to the use of the media, and considerations that have to do with the processes of participatory education and alternatives in the processes of social communication.

PROGRAMME CONTEXT

Perhaps the greatest success of this experiment is that it has attained national coverage within the framework of an authoritarian society. It is an important achievement in that it has made it possible to draw attention to the problems facing various rural and indigenous population groups and to publicize their interests and needs in various spheres of action. Available information shows that the programme succeeded in establishing the use of the different media—magazine, radio programme and leaflets—among the various organizations. There has also been a gradual attempt to make the rural population in general identify itself with the media, in particular, and with the programme as a whole. This is borne out by the support given by the peasants when faced with the possible withdrawal of the media.⁷ In this respect, it can be said that the programme, and particularly the magazine *Haciendo camino* have had a constructive effect in bringing about wider knowledge of the problems affecting the agricultural sector in particular and the rural environment in general, while at the same time fostering a greater degree of communication between the organizations and among the peasants themselves.

While there is very little, or nothing, that can be said concerning the effect of the programme as regards any improvement in the living and working conditions of the rural population or substantive changes in the behaviour patterns of these groups, it can be assumed from the views expressed by the peasants that the information and knowledge disseminated has made them better informed on such important questions as agrarian policies in general and, more

specifically, price policies, marketing processes, granting of loans, etc.

The above assertions are based on the empirical references indicated earlier. However, aspects concerning the programme context mainly relate to the social, economic and political conditions that were the *raison d'être* for the programme and formed its background, and to the characteristic features of the existing socio-economic model in Chilean society. As has been indicated, the aim of this experiment is twofold: to remedy the total lack of information and communication media available to the rural population and to contribute to the strengthening of peasant organizations, particularly the co-operative movement. The problems have now become more acute; these organizations not only face an uncertain future but are beset by a series of difficulties that pose a threat to their potential for development. The current economic model, the existing agrarian policy and the very way in which the organizations are administered and managed are among the factors contributing to their decline. The model which is based on the principles of the social market economy makes it impossible to bring about the improvement of organizations lacking in resources, adequate levels of instruction and contacts that could ensure their proper functioning on an equal footing. This has led to a gradual and systematic deterioration in the situation of the least advantaged groups. The existing agrarian policy has drastically reduced state support in the form of technical assistance, loans and incentives for the peasant organizations, resulting in their disintegration and, often, the total disappearance of many of them. Lastly, as recent studies have shown, the 'guild' type of administration practised in the organizations, especially co-operatives, has been yet another factor in the dissolution or inactivity of the organizations.

The situation is even more serious at trade-union level. Trade-union legislation had contributed to the substantial expansion of this type of organization which, in addition, received financial aid from the state for the development of its activities. Today trade-union ac-

7B/1

tivity is in a state of inertia even though, in accordance with legal provisions, there are peasant confederations and federations as well as trade unions at the local level. The latter, however, have been almost totally isolated as a result of the restrictive measures which have paralysed trade-union activity both in the countryside and in the cities.

In a political and economic context that obliges the peasants to fight for their very survival the problems that affect their working, social and political life are myriad. Furthermore, they have very few, if any, possibilities of putting their problems to the general public or to the agricultural authorities. Faced with this reality and with the twofold aim of becoming a forum for the rural population and of disseminating alternative organizational models and values, the Rural Information Programme has systematically proved itself to be an instrument for bringing together scattered groups, encouraging them to organize themselves and showing what can be achieved by a joint endeavour. Hence, the undertaking has been one of salvaging democratic values, developing critical awareness and defending and publicizing the rights and duties of groups and individuals.

To achieve recognition by the rural dwellers and their organizations and even by the government itself as the voice of the traditionally neglected sectors is an initial achievement that demonstrates the programme's impact. This is illustrated by the fact that recently, when there was a distinct possibility that the programme might be terminated, considerable support was received from the peasants affiliated to the trade-union and co-operative organizations that still exist in the country, from their national, regional and local representative bodies and from non-governmental organizations working for the rural sector.

Viewed as a mechanism for rural communication and expression and an instrument of support for the educational work being undertaken, the programme was defined by the people for whom it was designed as one of the very few means available to the rural population for enabling its voice to be heard. This is borne out

by the following statement by a trade-union leader:

Whereas, in my view, there has been a lack of communication in the cities in that workers in one centre have no knowledge of what goes on in another, it can be said that in the rural areas the worker is totally in the dark as regards national events. The appearance of the magazine . . . was a source of satisfaction and joy to us since it told us what was happening to workers in different regions. . . . There were places where a problem had been dragging on for seven or eight years which no one knew about and which the authorities did not wish to publicize . . . and now public opinion and the rural workers who read [the magazine] are aware of what is going on there. . . . Until some two years ago when we had our first contact with the magazine and the programme, we lived without any news, without knowing what was going on; we could only wonder if things were as bad in other provinces as they were in ours, but there was nothing to go on, nothing that would enlighten us, such as a magazine or a daily paper that was concerned with us, the peasants who work our guts out day after day. . . .

However, the expression of support by the rural workers for the programme is not the only reflection of the validity of what it has achieved. Its gradual acceptance and the importance attached to it in a society in which the traditional media function without arousing the slightest concern, under the control of hegemonistic groups, may be due to the way in which the distribution of the magazine has developed and the ability of the voluntary radio network to double its transmission time. Distribution, initially carried out by a limited number of co-operatives and organizations belonging to the programme's support network, also became a function of the trade unions, which were joined by the organizations providing support for the sector. The following estimate bears this out: on the basis of 10,960 copies distributed throughout the country in September 1980 the co-operative organizations were responsible for 16.3 per cent of the distribution, the trade unions and confederations for 17.8 per cent, while the church organizations and non governmental rural education and training institutions accounted for 65.9 per cent of the

total distribution, using the publication for information purposes and as a teaching aid.

It was these same organizations that responded to the appeal for self-financing launched by the executive body, half-way through 1980, which illustrates the degree of commitment to the programme and the express desire to prevent its termination.

As regards the processes of communication among the rural workers themselves and with the magazine, the achievements are evident. This is clear not only from the views expressed on the role played by the various media but, more especially, from letters to the magazine containing requests for information of various kinds, giving an account of experiences in various estates or organizations and/or reporting instances of injustice affecting individuals or groups. A selection of these letters appears in two of the studies concerning the programme.⁸

However, what is most striking and illustrates the contribution of the media in developing a positive sense of identity are the repeated declarations of the rural workers on the role of the radio and the magazine 'in making the rural worker a subject of news' and 'providing us with information that doesn't toe the official line', or the message from one rural worker who says:

Many among us, and I myself, wonder why when there is something worth while and instructive and when there is an institution which is anxious—as are all the people working in it—for news to reach the rural worker—and for education to be available to him, this venture has to pass through these various stages and eventually come to nothing—while on the other hand there are some things that are completely useless and not even very popular and they go on for ever. If all this disappears we shall be in the dark again, with just our provincial news, back in the dark without education or any kind of training. . . .

ALTERNATIVE FORMS OF COMMUNITY PARTICIPATION

It would appear, therefore, at first sight that the magazine must have had a significant im-

pact from the mere fact of its circulation of 15,000 copies. However, it has been shown that the most serious problem concerns the distribution of the magazine and the length of time taken by the organizations to deliver the copies. This problem has persisted despite increased distribution channels and there has never been any reliable information regarding the number of copies which actually reached the rural workers. The situation with regard to the radio programme *Punta de arado* is similar, an added complication being the fact that there is even less feedback than in the case of the magazine as regards its actual public.

All this makes it difficult to ascertain the impact that the messages have on the rural worker's outlook and activities. It calls for a detailed study of the effects of the various media in improving the quality of life of the rural population. However, in the light of existing information, it is considered that both the radio and magazine have filled a vacuum, transmitting messages that have helped to improve the capacity of the peasant movement by propagating an alternative conception of social, economic and political organization. Moreover, it enabled the rural workers to have up-to-date information on those measures which most directly affected them. As regards the success of the media from this standpoint, it could be maintained that:

1. The various media have had a positive impact whenever they have reflected the reality and problems of the rural workers, analysing them in the light of an economic and social model and proposing a set of alternative values to those of the existing system. As such, both media made it possible for the rural worker to have a place in the broad spectrum of official communication media, and to voice the opinions of one of the country's most neglected groups. However, there were no noticeable achievements in the generation of messages by the rural population.
2. The various media, and particularly the press and the radio, have encouraged greater individual and community development and

7B/9

this may have had led to greater self-esteem and a positive sense of identity.

3. The effective contribution of the media has been shown to be of vital importance both as a factor in the rural education and training process and as a support mechanism in regard to technical assistance and the dissemination of information in general.

With regard to (1) it is essential to stress what has been stated earlier concerning the programme's achievements in varying contexts. It should also be pointed out that in order to attain its objectives the programme and the media used were adapted in various ways so as to fit it to its type of audience and reflect the interests of the rural population. Thus the peasants' demand for greater participation was met by providing them with a forum for expressing their problems and concerns. Technical problems were partly overcome, and an effort made to disseminate up-to-date technical and economic information, including information on agricultural and labour matters of direct concern to the peasants. The subjects of the radio broadcasts were reduced in number and an effort made to meet the frequent criticisms that the programmes were too short, that they covered too many topics and were read too fast.

However, one basic problem persisted, that of the generation of information by the peasants and their direct participation in determining its content and treatment. In practice, the representation of a few rural organizations on planning and co-ordination bodies did not ensure structured or permanent participation by the various peasant groups either in the management and development of the programme or, in particular, in the handling of the media. The problems of the rural population, their daily difficulties, the dissemination of news, and matters relating to agricultural, technical or economic training were the subject of on-the-spot interviews or contacts with representatives of peasant organizations, who were invited to attend seminars or meetings to analyse specific problems of nationwide interest. There was still no permanent body to engage in dialogue

with the peasants concerning the subjects to be dealt with. What the peasants had to say was conveyed by a team of journalists, thus probably lessening the direct impact of the experiment. One peasant posed the problem in the following terms:

The Programme Board has been helpful as a forum for dialogue and an exchange of ideas, but the programme could be improved with greater participation by the peasants themselves. They have organizations which should be responsible for training schemes, including methods and content, in co-operation with professional personnel. The problem is complicated by the fact that the advice to be given will vary with each category of peasant—trade-union members, members of co-operatives, those associated in limited liability companies, and smallholders working on their own who have no education whatsoever. Broad agreement should be reached on the advice to be given, on the basis of which each category should seek professional assistance.

With the backing of the peasant organizations, and at their request, the programme was thus able to encourage the peasants to express themselves through the various media, with individuals being invited to describe their problems, suggest solutions and participate actively in the programme. To conclude, where the rural population is associated with the generation of information and the handling of an instrument that promotes an understanding of events at the national level, this provides material for a correct diagnosis, and makes it possible to establish priorities for action and to draw up guidelines for community work. This will be a recurrent theme in connection with any tentative solution involving the training of communicators and their participation in the processes of rural education and information.

THE EDUCATIONAL IMPACT OF THE PROGRAMME

As noted above, approximately 65 per cent of the total distribution of the magazine *Hacienda camino* passed through bodies providing sup

78/10

port to peasant training. In this way, the pamphlets, the magazine and to a lesser extent the radio programme were used directly as complementary educational materials in the training of a great variety of rural groups, including the least privileged.

At this stage it cannot be said whether the programme has had repercussions on productivity, the management of smallholdings or the acquisition of specific technologies, or whether it has succeeded in raising rural incomes or improving the quality of life. This would call for a detailed study. It is however obvious that a spirit of solidarity has grown up among the peasants from their awareness of each group's particular problems, from the exchange of information among organizations and the dissemination of educational, technical and community information.

Here it should be noted that in the same way that the magazine and the leaflets were valuable in disseminating news and information on educational and organizational subjects, the radio programme provided a means of expression for the rural population. While it is difficult to gauge its impact on the peasants, it is possible to estimate its influence from the views expressed by those in charge of local broadcasting, who considered that *Punta de arado* reflected rural interests, put forward new ideas, and conveyed news and comments of importance to its listeners. The listeners interviewed said that it provided information that was not available through the official channels, and which was presented clearly and in a straightforward way.

THE RURAL INFORMATION TRAINING PROGRAMMES

Reference was made above to the educational role of the magazine and the radio in disseminating up-to-date information and material stressing the need for community organization and the development of community activities. To this should be added the production of educational materials and the programme for

training communicators in the use of the media described above.

It was possible to observe the impact of the magazine and to a certain extent the radio programme after almost four years of operation. The training programme for rural communicators had been in operation for nearly a year when the most recent study was carried out and it was not yet possible to assess its results fully. The preliminary findings are as follows: The leaflets made a substantial contribution to rural education and training programmes in all cases where the organizations directly involved participated in their preparation.

The training of instructors was of key importance in achieving greater participation by local organizations in the management and development of the programme and in feeding back reports from the peasants for inclusion in the information disseminated. Proof of this was provided by the activities conducted under the programme and the results of the communicators' work.

The leaflets were prepared with help from various private bodies, whose representatives stated in interviews that they were very useful to communities previously lacking information facilities. Their authors drew on their educational experience and first-hand knowledge of the rural situation, adapting content to different groups' interests and needs, in the light of the activities to be supported. The leaflets were thus widely welcomed, as attested by both their readers' opinions and the actual demand for them from peasant organizations and supporting institutions.

Some of the organizations' leaders interviewed on the usefulness of the leaflets considered that they provided occupational back-up material for associations such as trade unions and co-operatives. There was no opportunity to obtain the views of individual peasants or small groups.

It should be stressed that the training of communicators represented one stage in the process of the 'transfer of technology' to the peasants, and in fact the first stage in transferring the management of the programme to

7B/11

the group for which it was designed. This part of the programme highlighted two points:

The importance attached by the instructors to the use of the media and to theoretical and practical courses and training activities.

The use of participatory working methods aimed both at providing instruction in particular techniques and at encouraging communicators to play an active part at all stages in the choice, programming, execution and assessment of activities. This meant that instructors were being trained not only as potential contributors to the magazine and innovators in education and communication, but also as agents genuinely working to bring about changes in the countryside.⁹

The programme demonstrated that when used for educational purposes the media performed two functions: that of disseminating information and educational materials which could be put into immediate or later practical use and would encourage reflection and dialogue, and that of providing a back-up for the learning of complex techniques that require an effort. Thus the tendency of the mass media to operate in only one direction, and 'from the top down', was offset by the introduction of interpersonal relations and the development of activities in places and contexts in which the knowledge acquired could be applied. This factor, taken in conjunction with the concept of communication as an educational activity shared with existing organizations and aimed at the establishment of community groups, was in our opinion instrumental in obtaining the results described.

The programme has now come to an end through lack of resources, but we consider that it has left behind valuable lessons for other groups and sectors. Despite its many shortcomings, it succeeded in revealing conditions in the countryside; it encouraged co-operation among organizations and produced a corpus of materials which could be used to improve agricultural techniques and the management of peasant organizations. It made a gradual start on using a variety of media to support edu-

cational activities and promote participation in community life, and it helped to devise new forms of community action in the field of communication.

Briefly, it has sown the seeds for the future, and only the future can show what its results will be.

Notes

1. The formulation of different objectives, depending on the characteristics of the medium and the messages to be disseminated, appears in A. M. de Andraca and M. Gajardo, *Un proceso de aprendizaje colectivo. Programa de Difusión Campesina*, pp. 51-2, Santiago, Chile, ICECOOP, March 1979.
2. Programa de Difusión Campesina, *Programme Report No. 2, Period March-August 1977*, p. 4, September 1977.
3. *Ibid.*, p. 6.
4. *Proposiciones sobre contenidos* (memo, ICECOOP archives).
5. A. M. de Andraca and M. Gajardo, *Una aproximación a la realidad del Programa de Difusión Campesina*, ICECOOP, 1978 (mimeo.); *Un proceso de aprendizaje colectivo*, op. cit.
6. M. L. Fontecilla, *Informe de evaluación del Programa de Difusión Campesina*, ICECOOP (in press, 1982).
7. *Ibid.*, pp. 68 ff. The report of this author includes letters from various non-governmental organizations that support the peasant sector, co-operative and trade-union organizations, church bodies and rural readers requesting that the programme and, in particular, the magazine *Haciendo camino* should be continued.
8. De Andraca and Gajardo, *Un proceso de aprendizaje colectivo*, op. cit.; Fontecilla, op. cit. Both works include a selection of letters sent by rural workers to the magazine expressing their support, requesting information, reporting irregularities in the allocation of plots and providing information on labour struggles or merely requesting copies of the magazine.
9. Information compiled from the *Fichas de seguimiento de los cursos para monitores* and from correspondence received from listeners. Archives of the Programa de Difusión Campesina. ICECOOP, 1981.

7B/12

A WORLD PERSPECTIVE:
AN INTERNATIONAL COMPARATIVE ANALYSIS OF
EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

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NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

- A. Purposes of project: to prepare a report that will enable adult educators around the world:
1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
 2. understand ways in which such programs function in the society in which they occur.
 3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.
- B. The basic method of the project is in two parts, descriptive and analytic.
1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
 2. Prof. Knox, Prof. Savičević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
 - a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
 - b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
 3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
 4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that function under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

- A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.
- B. Outcomes
 1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
 2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).
- C. Process
 1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
 2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
 4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).
- D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
 2. Needs (indication that a problem or educational need existed that the program should address)
 3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
 4. Content (major subject matter fields)
 5. Finances (money and in-kind support from any source)
 To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
 6. Facilities, equipment, materials
 7. Other (including feedback regarding outcomes that influence inputs and process)
- E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.
- F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
1. Positive influences that help or contribute to the program's effectiveness or success.
 2. Negative influences that hinder or make it difficult for the program to be effective.
- G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.